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ABSTRACT

The effectiveness of a state-mandated set of at-risk criteria to predict which students are likely to become dropouts is evaluated in this study of the Austin Independent School District (AISD). Descriptions of the district information delivery system, state criteria, and criteria operationalization are provided. Discriminant function analysis indicates that state criteria correctly predicted 40 percent of the dropouts. Most of the differences between students who left school and those who stayed were not explained by the predictor variables. Categories developed from the state criteria were used to calculate a dropout risk rate, and it was found that age (i.e., the status of being 2 or more years older than the average for the grade level) was a common factor in all of the six highest risk categories identified, which consisted of age alone plus age in combination with five other state predictors. However, these combinations identified students with a dropout risk rate of less than 50 percent. Stepwise regression analysis identified three of the four state criteria as statistically meaningful: over-age; failing courses; and being below grade level. Recommendations are made for an expanded and more focused list of criteria, interdistrict research collaboration, and cohort analysis before the ninth grade. Tables and figures illustrate the study findings. (7 references) (LMI)

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AT-RISK STUDENTS
DO WE KNOW WHICH ONES WILL DROP OUT?

Linda H. Frazer
L. David Wilkinson

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation
Austin, Texas

Paper Presented at the Annual Meeting of the
American Educational Research Association,
Boston, April, 1990

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INTRODUCTION

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National attention has been drawn to the increasing problem of dropouts and of students at risk of dropping out. Numerous programs have been designed and implemented to stem the flow of these students exiting the school prior to graduation. There is a need for information on whether we are correctly identifying the students who are at risk of dropping out. Clearly, we want to know whether the students who are most at risk are being served by our dropout prevention programs. Our schools need to know who is at risk and why in order to meet their needs.

By use of centrally maintained data files, Austin Independent School District's Office of Research and Evaluation (ORE) has for several years provided information to the schools for their use in assessing the at-risk status of their students.

In 1986 the Texas Legislature approved House Bill 1010, one provision of which was a specification of criteria by which Texas schools would identify students at risk of dropping out and notify their parents. As a consequence of this educational reform legislation Texas school districts had to operationalize and implement the mandate.

For the last three years using the State criteria ORE has identified the at-risk students for AISD's 64 elementary schools, 13 middle schools, 10 high schools and 10 special campuses. This study focuses on the end results of two years' experiences of using the State criteria to identify secondary students at risk and those students who dropped out at the end of each school year.

The State-mandated criteria overidentify at-risk students. There are more students identified as at risk than the schools can effectively concentrate on. There are also students slipping through the cracks--dropping--out who were not identified as being at risk. There is a need to refine the criteria so that school staff can better focus energies on students who are going to drop out. If the school staff is going to target its energies on the at-risk students who are really going to drop out, then the criteria need to be more focused, lists of identified students need to be shorter, and the identification needs to be more timely--before the ninth grade.

The objective of this paper is to contribute to national research by providing information on one aspect of the dropout problem from an urban Texas school district perspective. There are four parts to the main objective:

- Discuss one district's delivery system of identification of at-risk students to the schools and parents.
- Describe the Texas mandated at-risk criteria and the local district operationalization of those criteria.
- Share findings about the use of at-risk criteria so that other local systems can better focus their at-risk identification procedures.
- Discuss possible ways that such criteria could become more effective.

Each section of the paper is paged separately and has its own corresponding attachments.

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DELIVERY SYSTEM OF IDENTIFICATION

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Identification of at-risk students by the use of centrally maintained data files is just the first step. That information must be communicated to the school staff in order for effective intervention to occur. The Office of Research and Evaluation (ORE) distributes information regularly to principals, intervention specialists, registrars, the District At-Risk Coordinator, campus dropout prevention coordinators, the Directors of Programs and Services, and others. See Attachment II-1.

The flow of information for a school year begins the previous spring when a preliminary report of at-risk students is sent to each secondary campus. This information is provided to assist in counseling for the coming school year.

One week before school begins in the fall each school in the district receives an attendance history of new students who are scheduled to attend that campus. This listing provides the number and percent of days absent during the previous two school years and the 6th six-weeks period of each year.

Another preliminary report of students at risk for dropping out is sent that first week before school opens to each secondary campus. This preliminary report is similar to the one sent in the spring. The main difference is the reallocation of students according to the school scheduled to attend in the fall.

Each school in the district receives by the end of the second week of school a listing of students who are scheduled to attend that school who have not yet attended any campus in the Austin Independent School District. The listing includes the home address for each student. This allows campus personnel to focus efforts quickly on secondary students who will be considered summer dropouts unless they reenroll or documentation is submitted to verify their transfer out of the district. Elementary personnel can locate students who should be in school or verify that they have moved or transferred out of the district.

During the first month of school the secondary campuses received a preliminary report of high-risk students. This listing reflects the enrolled students grades 7-12 who are in the six categories which are most associated with dropouts in previous years. See Attachment II-2 for the explanatory memo sent with the report.

Early in the fall each campus in the district receives a listing of information for assessing dropout risk. This listing includes every student in the district grades 1-12 with information of possible use in assessing dropout risk. Included in this are: Limited English proficiency (LEP) status, age, years above/below grade, achievement test score information, percent of days absent, GPA and number of F's for high school students, subtests failed on the last Texas Educational Assessment of Minimal Skills (TEAMS) taken, and an '*' if the elementary student is considered at risk by the State criteria. See Attachment II-3 for explanatory memo and sample copy of printout.

In the fall a listing of students in grades 7-12 identified by State criteria as at risk of dropping out of school is sent to each secondary campus. A similar list is provided for grades 1-6. See Attachment II-7. As required by state law a letter is then sent to parents. An attachment is included with the parent's letter spelling out the criteria by which a student is considered at risk and marking any category which applies to the particular student. Mathematics and reading grade equivalents also are included. See Attachments II-4 and II-5 for copies of letters sent to parents. See Attachment II-6 for sample copy of attachment sent to parents.

A final report of students grades 7-12 who are in the six categories which are most associated with dropouts in previous years is sent in the fall.

At the end of each six weeks a listing of students who appear to be dropouts consistent with the state dropout definition is sent to each secondary campus. This listing includes the student's home address. Dropout Intervention specialists use this list to locate absent students. See Attachment II-8 for sample copy of printout.

At the end of each six weeks a six-week dropout report is prepared for the Superintendent's Cabinet. This report lists each secondary campus with the number of dropouts for each six-weeks period, the total number of dropouts and the cumulative dropout rate for each six-weeks period with comparison to previous years' rates. See Attachment II-9.

ORE prepares a yearly report of school year and annual dropout rates by high school and junior high, by sex, by ethnicity, and by grade. Longitudinal rates are included for first-time 9th graders and first-time 7th graders.

In the spring preliminary reports of at-risk students are sent to the schools. These reports will reflect the spring testing of TEAMS, Iowa Tests of Basic Skills (ITBS), and Tests of Achievement and Proficiency (TAP). Any student no

longer at risk will be dropped and new students will be added. These lists are useful for scheduling for the fall semester. See Attachment II-1 for a listing of other reports, production dates and the number of copies and recipients.

In addition ORE prepares many ad hoc reports of analyses related to dropouts or at-risk students conducted throughout the year. See Attachment II-10 for a recent report of elementary at-risk overage students.

Section III delineates the findings about the Identification of at-risk students.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

DISTRIBUTION OF REPORTS, 1989-90

Dropout Prevention

School Summary Reports

Report	# of Copies and Recipients
New Students' Attendance: Listing of students who are scheduled to attend schools other than the one they attended the previous year with number and percent of days absent during the previous school year and during the 6th six-weeks period of each year. Production Date: One week before school opens	By school: 1 Elementary and Secondary Principals 1 WINGS Intervention Specialists 1 Elementary and Secondary Dropout Prevention Coordinator Complete set to District Dropout Prevention Coordinator (Elementary and Secondary)
Preliminary Report of Students at Risk for Dropping Out: Listing of students in grades 7-12 identified by State criteria as at risk for dropping out of school. Production Date: One week before school opens	By school: 1 Secondary Dropout Prevention Coordinators 1 Secondary Principals 1 WINGS Intervention Specialists Complete set to District Dropout Prevention Coordinator 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services 1 Complete Set Supervisor Vision and Hearing Testing

Report	# of Copies and Recipients
Possible No Shows Listing of students who are scheduled to attend school who have not yet attended with home address. Production Date: End of second week of school	By school: 1 Elementary and Secondary Dropout Prevention Coordinators 1 Elementary and Secondary Principals 1 Registrar 1 WINGS Intervention Specialists 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services Complete set to District Dropout Prevention Coordinator
Preliminary Report of High Risk Students: Listing of enrolled students grades 7-12 who are in the six categories which are most associated with dropouts in previous years. Production Date: September	By school: 1 Secondary Principals 1 Secondary Dropout Prevention Coordinators 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services 1 WINGS Intervention Specialists Complete set to District Dropout Prevention Coordinator

Report	# of Copies and Recipients
Information for Assessing Dropout Risk: Listing of students in grades 1-12 with information of possible use in assessing dropout risk. Production Date: October	By school: 1 Elementary and Secondary Dropout Prevention Coordinators 1 Elementary and Secondary Principals 1 WINGS Intervention Specialists Complete set to District Dropout Prevention Coordinator 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services
Students at Risk for Dropping Out: Listing of students in grades 7-12 identified by State criteria as at at risk of dropping out of school. Similiar list provided for grades 1-6. Production Date: November	By school: 1 Elementary and Secondary Dropout Prevention Coordinators 1 Elementary and Secondary Principals 1 WINGS Intervention Specialists Complete set to District Dropout Prevention Coordinator 1 Set Grades 1-6 Assistant Superintendent for Elementary Education 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services 1 Complete Set Supervisor Vision and Hearing Testing

Report	# of Copies and Recipients
<u>High Risk Students</u> Listing of enrolled students grades 7-12 who are in the six categories which are most associated with dropouts in previous years. Production Date: November	By school: 1 Secondary Principals 1 Secondary Dropout Prevention Coordinators 1 WINGS Intervention Specialists 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services Complete set to District Dropout Prevention Coordinator
<u>Parent Notification Attachment</u> Listing of TEA criteria marked for each criterion that applies to an individual student. Mathematics and reading grade equivalents also included. Production Date: November	By school: 1 For Parents of Each At-Risk Student
<u>Six Weeks Dropout Report</u> Listing of students who appear to be dropouts consistent with the state dropout definition at the end of each six weeks. Production Date: End of each six weeks period	By school: 1 Secondary Dropout Prevention Coordinators 1 Secondary Principals 1 Registrars 1 WINGS Intervention Specialists Complete set to District Dropout Prevention Coord. 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services

Report	# of Copies and Recipients
Six-Week Dropout Report to Cabinet Listing of secondary schools with cumulative dropout rate for each six weeks period with comparison to previous years' rates. Production Date: End of each six weeks period	Cabinet Assistant Superintendent for Secondary Education District Dropout Prevention Coordinator Director High School Programs and Services Director Middle School/Junior High Programs and Services 1 Secondary Principals
Annual Dropout Report Yearly report of school year and annual dropout rates by high school and junior high, by sex, by ethnicity, by grade, and includes longitudinal rates for first time 9th graders and first time 7th graders. Production Date: December	1 Superintendent 1 Members, Board of Trustees 1 Cabinet 1 Secondary Principals 1 Dropout Prevention Coordinator 1 WINGS Intervention Specialists Director High School Programs Services Director Middle School/Junior High Programs and Services 1 Secondary Libraries
Public Education Information Management System (PEIMS): Previous year's dropout numbers by campus, by grade and ethnicity Production Date: October	1 TEA
School Characteristics and Ranks (SCAR) Dropout Section Updated: Nov., May, July	File
June Principals' Notebooks Dropout Section Production Date: June	1 Secondary Principals

Report	# of Copies and Recipients
Annual Performance Report Dropout Section Production Date: December	Cabinet Assistant Superintendent for Secondary Education District Dropout Prevention Coordinator Director High School Programs and Services Director Middle School/Junior High Programs and Services 1 Secondary Principals 1 Superintendent 1 Members, Board of Trustees 2 Texas Education Agency 1 File 1 History Center 1 Press 1 All School Principals

89.24

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Managemengt Information
Office of Research and Evaluation

Attachment II - 2

September 26, 1989

TO: Secondary Principals

FROM:L Linda Frazer

SUBJECT: Additional Information and Lists of Students at High Risk for Dropping Out

In November of last year you received a list of all the students in your school at risk for dropping out of school according to TEA criteria. Since then we have conducted a study of the students at risk and the dropouts from school year 1987-88 and 1988-89.

Age is common to all six categories. The six categories represented 19.8 of the at-risk students but 59.4 % of the dropouts.

Enclosed are preliminary lists of students enrolled 89-90 who are in the six categories which are most associated with dropping out the last two years.

The categories are as follows:		Percent of at risk students in these categories who dropped out in 1987-88	in 1988-89
Age	Students is two or more years older than expected for the grade level.	38.27%	38.36%
Age, Read Ach or Math Ach	Student is two or more years older than expected for the grade level and scored two or more years below grade level in reading or mathematics on the ITBS or TAP.	38.48%	33.33%
Age, 2 F's	Student is two or more years older than expected for the grade level and failed at least two courses during a semester	22.70%	16.22%
Age, TEAMS (any)	Student is two or more years older than expected for the grade level and failed at least one of the sections of the TEAMS	48.54%	45.26%
Age, Math Ach or Read Ach and TEAMS (any)	Student is two or more years older than expected for the grade level, scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, and failed at least one of the sections of the TEAMS.	30.00%	35.21%
Age, 2 F's, TEAMS (any)	Student is two or more years older than expected for the grade level, failed at least two courses during a semester, and failed at least one of the sections of the TEAMS.	15.22%	20.73%

Please refer to the memo of November 9, 1988 -- Students at Risk for Dropping Out - for explanations of the variables on the printouts.

Approved: _____
Executive Director
Department of Management Information

cc: Dropout Prevention Coordinators
(Memo Only) David Hill District Dropout Prevention Coordinator
Gloria Williams Wings Intervention Specialists
Jose Lopez

LFWKSSEP89:5lists

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

October 31, 1989

TO: Principals

FROM: Linda Frazer

SUBJECT: Information for Assessing Dropout Risk

Enclosed is some information you may find helpful in assessing dropout risk for students in your school. Reading from left to right, the following information is included for each student in your school:

- STUDENT NUMBER
- BIRTH DATE
- LEP STATUS ("*" indicates student is LEP)
- NAME
- AGE ON 9/1/89
- YEARS ABOVE/BELOW GRADE FOR AGE ("0" indicates student is on grade level, "-1" indicates student is one year below grade, etc.)
- SPRING, 1988 READING ACHIEVEMENT TEST PERCENTILE (This is the Reading Total score on the ITBS or TAP, except if the student was in grade K, in which case it is Language Total, or except if the student was in grades 1 or 2, in which case it is Reading Comprehension.)
- SPRING, 1989 READING ACHIEVEMENT TEST PERCENTILE (This is the Reading Comprehension score on the ITBS or TAP.)
- SPRING, 1988 MATHEMATICS ACHIEVEMENT TEST PERCENTILE
- SPRING, 1989 MATHEMATICS ACHIEVEMENT TEST PERCENTILE
- PERCENT OF DAYS ABSENT IN THE 1988-89 SCHOOL YEAR
- HIGH SCHOOL GPA (Grades earned in grades 9-12 only. Some students on 100-point scale.)
- NUMBER OF F's, 1988-89 (Grades 9-12 only)
- SUBTESTS FAILED ON LAST TEAMS TAKEN

cc: Glenda Stover
LaVonne Rogers
David Hill
Gloria Williams
Jose Lopez
Dropout Prevention Coordinators
WINGS Intervention Specialists

APPROVED: _____
Executive Director
Department of Management Information

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DROPOUT:ASESSRSK

PROGRAM PSAE/204

SCHOOL 002 AUSTIN
GRADE 11

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

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STUDENT NUMBER	IEP	NAME	BIRTH DATE	AGE ON 9/1/88 AND YEARS ABOVE/BELOW GRADE FOR AGE	ACHIEVEMENT PERCENTILES READING '87	READING '88	MATH '87	MATH '88	PERCENT OF DAYS ABSENT 1987-88	HIGH SCHOOL GPA	NUMBER OF F'S LAST YEAR	FAILED THESE TESTS ON LAST TEAMS TAKEN
			101371	16 0	.	64	.	56	2	1.1	1	M
			81272	16 0	21	21	28	39	9	0.9	5	
			40471	17 -1	37	38	53	48	10	2.2	.	W
			123071	16 0	96	92	89	95	2	3.5	.	
			10671	17 -1	23	.	23	34	12	1.3	1	
			72672	16 0	25	25	86	89	2	3.7	.	
			32072	16 0	.	.	.	.	.	.	.	NOT TAKEN
			11372	16 0	44	40	28	39	3	2.9	.	
			52272	16 0	72	61	49	56	4	2.7	1	
			121871	16 0	66	83	80	69	3	2.3	.	
			30272	16 0	36	45	23	51	8	1.0	7	R
			21172	16 0	95	98	97	96	3	4.4	.	
			71972	16 0	99	99	80	91	2	4.2	.	
			61972	16 0	90	96	94	99	2	3.8	.	
			111071	16 0	72	68	73	75	3	4.1	.	
			41772	16 0	72	95	77	75	2	3.3	.	
			62572	16 0	83	90	73	66	2	2.9	.	
			121271	16 0	.	51	.	28	4	1.1	3	NOT TAKEN
			90972	15 1	55	53	64	58	4	2.8	.	
			102772	15 1	2	14	3	2	0	2.3	1	
			42972	16 0	17	23	18	28	2	1.7	2	W
			51272	16 0	9	10	23	42	1	2.7	.	
			71872	16 0	46	92	96	93	6	1.9	3	W
			50272	16 0	90	90	64	72	4	2.8	.	
			72471	17 -1	.	75	.	45	2	1.2	2	
			30272	16 0	95	96	93	82	3	3.3	.	
			41672	16 0	80	83	73	77	5	2.0	2	
			10672	16 0	92	83	97	95	6	2.8	.	
			31572	16 0	20	46	53	51	2	3.0	.	
			72172	16 0	95	95	77	77	0	3.9	.	
			72672	16 0	87	95	91	91	2	3.2	.	
			31171	17 -1	.	.	.	.	.	1.0	1	NOT TAKEN
			22871	17 -1	.	.	.	.	25	1.2	.	NOT TAKEN
			122170	17 -1	33	40	57	51	7	1.8	2	W
			110771	16 0	72	71	30	23	0	2.5	.	
			100571	16 0	63	.	83	.	11	1.6	2	NOT TAKEN
			111572	15 1	90	95	94	95	5	3.2	.	
			22372	16 0	99	99	97	96	2	3.6	.	
			11572	16 0	27	.	26	.	1	1.4	2	W
			102071	16 0	76	92	86	89	2	2.8	.	
			70372	16 0	97	99	97	96	3	3.0	.	
			91071	16 0	.	.	.	.	1	2.9	.	
			40472	16 0	55	46	77	82	1	1.9	.	
			72472	16 0	.	75	.	77	3	3.0	.	NOT TAKEN
			122572	15 1	96	96	86	82	19	1.4	4	
			12172	16 0	.	.	.	.	.	2.3	.	NOT TAKEN
			82371	17 -1	96	90	49	39	13	1.1	4	

89.24

Attachment II - 3
(Page 2 of 2)

II - 12

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Austin Independent School District

Dr. John Ellis, Superintendent

November 20, 1989

Dear Parent:

In October, 1990 the State of Texas will require a new State test called the Texas Assessment of Academic Skills (TAAS). The TAAS test will replace the TEAMS test.

All high school students must pass the reading, mathematics and writing sections of the TAAS Exit-level test in order to meet graduation requirements. This test will be given in a student's eleventh grade year and the student will have three (3) additional opportunities to pass the test prior to the completion of the senior year. The exit-level test will include a writing section for the first time with the October, 1990 testing session.

Your child failed one or more of the reading, writing or mathematic sections of the most recent TEAMS test given prior to the 1989 - 1990 school year. (Please see the attached form for the specifics.)

The school district is taking steps to ensure that students will successfully pass all sections of the TAAS Exit-level test when they take it in the eleventh grade. In addition to the regular curriculum, students will receive supplemental academic support, particularly in writing, to help them meet graduation standards.

Our teachers, counselors and administrators are available to assist you and your child. If you have any questions or additional concerns as a result of this letter, please contact your child's counselor.

We share a common concern for your child's academic success.

Sincerely,

John Ellis
Superintendent

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1739H

6100 Guadalupe Austin, Texas 78752-4495 512/451-8411

20 de noviembre de 1989

Muy estimados Padres de familia:

En octubre de 1990, el estado de Texas va a requerir una nueva prueba estatal llamada Texas Assessment of Academic Skills (TAAS - Evaluación de habilidades académicas en Texas). La prueba TAAS va a remplazar a la prueba TEAMS.

Todos los estudiantes de secundaria (high school) deberán aprobar las secciones de lectura, matemáticas y redacción de la prueba TAAS de nivel de salida, para cumplir con los requisitos de graduación. Esta prueba se pondrá en el año del onceavo grado del estudiante, y él/ella tendrá tres (3) oportunidades adicionales de pasarla, antes de terminar su último año. La prueba de nivel de salida incluirá una sección de redacción, por primera vez, con la sección de pruebas de octubre de 1990.

Su hijo(a) reprobó una o más de las secciones de lectura, redacción o matemáticas de la prueba TEAMS más reciente, que se hizo antes del año escolar 1989 - 1990. (Por favor vea la forma adjunta para datos específicos.)

El Distrito Escolar está tomando medidas para asegurar que los estudiantes pasen con éxito todas las secciones de la prueba TAAS de nivel de salida, cuando la presenten en el onceavo grado. Además del currículo regular, los estudiantes recibirán apoyo académico suplementario, sobre todo en redacción, que les ayude a cumplir con las normas de graduación.

Nuestros maestros(as), consejeros y administradores están disponibles para ayudarles a ustedes y a su hijo(a). Si tienen preguntas o preocupaciones especiales, como resultado de esta carta, tengan la bondad de comunicarse con el consejero de su hijo(a).

Ustedes y nosotros tenemos un interés común en el éxito académico de su hijo(a).

Atentamente,

John Ellis,
Superintendente

1739H

Austin Independent School District

Dr. John Ellis, Superintendent

November 28, 1989

Dear Parent:

The legislature has established standards that require all Texas schools to inform parents if their child may require additional academic support in order to meet grade promotion or graduation standards. This letter is being sent to help you, the parent, to understand the criteria used to identify your child's needs.

Parents of students in grades 7-12 who meet one or more of the following criteria will receive this letter:

- has not been promoted one or more times in grades 1 through 6 and continue to be unable to master the course requirements in grades 7 through 12;
- is two or more years below grade level in reading or mathematics;
- has failed at least two courses in one or more semesters and is not expected to graduate within four years of the time the student entered the ninth grade; or
- has failed one or more of the reading, writing, or mathematics sections of the most recent TEAMS test beginning with the seventh grade.

The attached computer printout states the reason(s) for your child's identification.

All Austin administrators and teachers are dedicated to providing the support your child may need to stay in school and be successful. Special classes are available in each school. Evening tutorial sessions, summer remedial and enrichment classes, and after-school classes at the Evening High Schools are also provided. You are encouraged to call the school counselor to learn what is available to help your child and what you can do to help.

We share a common goal of providing the best possible education for your child. Let us work together to achieve this goal.

Sincerely,

John Ellis

John Ellis
Superintendent

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1740H

6100 Guadalupe Austin, Texas 78752-4495 512/451-8411

28 de noviembre de 1989

Muy Estimado Padre/Madre de familia:

La legislatura ha establecido normas que requieren que todas las escuelas de Texas informen a los padres de familia si sus hijos necesitan apoyo académico adicional para cumplir con los requisitos para la promoción al siguiente grado o para la graduación. El objeto de esta carta es ayudar a los padres de familia a entender los criterios que se usan para conocer exactamente las necesidades de sus hijos.

Recibirán esta carta los padres de estudiantes de los grados del 7° al 12° a los que se aplique uno o más de los criterios siguientes:

- no ha sido promovido una o más veces en los grados del 1° al 6°, y sigue siendo incapaz de dominar los requisitos del curso en los grados del 7° al 12°;
- está dos o más años por debajo del nivel del grado en lectura o en matemáticas;
- ha reprobado por lo menos dos cursos en uno o más semestres, y no se espera que se gradúe cuatro años después de haber empezado el noveno grado, o
- ha reprobado una o más de las secciones de lectura, redacción o matemáticas de la prueba TEAMS más reciente, empezando con el séptimo grado.

La hoja de registro impresa que le adjuntamos explica la razón o las razones por las que se ha identificado a su hijo(a).

Todos los administradores y maestros(as) de Austin están dedicados a ofrecer el apoyo que su hijo(a) pueda necesitar para permanecer en la escuela y tener éxito. En cada escuela están a su disposición clases especiales. También se ofrecen sesiones de tutoría vespertina, clases de verano para remedio y para enriquecimiento, y clases después del horario escolar en las Escuelas Secundarias nocturnas. Le suplicamos que llame al consejero escolar, para saber de qué servicios se dispone para ayudar a su hijo(a), y lo que usted puede hacer con ese mismo fin.

La meta común de ustedes y nuestra es dar a su hijo(a) la mejor educación posible. Trabajemos juntos para alcanzarla.

Atentamente,

John Ellis,
Superintendente

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NOVEMBER 9, 1988.

ANY CATEGORY WHICH APLIES TO THIS STUDENT
IS MARKED WITH AN "*".

____ HAS NOT BEEN PROMOTED ONE OR MORE TIMES IN GRADES 1 THROUGH 6 AND CONTINUES TO BE UNABLE TO MASTER THE COURSE REQUIREMENTS IN GRADES 7 THROUGH 12;

** IS TWO OR MORE YEARS BELOW GRADE LEVEL IN READING OR MATHEMATICS;

5.7 READING GRADE EQUIVALENT

5.7 MATH GRADE EQUIVALENT

____ HAS FAILED AT LEAST TWO COURSES IN ONE OR MORE SEMESTERS AND IS NOT EXPECTED TO GRADUATE WITHIN FOUR YEARS OF THE TIME STUDENT ENTERED THE NINTH GRADE; OR

*RM W HAS FAILED ONE OR MORE OF THE READING (R), MATHEMATICS (M), LANGUAGE (L), OR WRITING (W) SECTIONS OF THE MOST RECENT TEAMS TEST BEGINNING WITH THE SEVENTH GRADE. IF A "WC" APPEARS, THEN ONLY THE COMPOSITION PORTION OF THE WRITING TEST WAS FAILED.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

December 6, 1989

TO: Secondary Principals

FROM: Linda Frazer

SUBJECT: Students at Risk for Dropping Out

Recent state legislation requires districts to identify students at risk for dropping out. The students from your school who are listed on the dropout risk printout meet at least one of the following criteria:

1) Older than expected for grade level. (This is a proxy for the State's criterion of one or more retentions.)
2) Two or more years below grade level on a standardized reading or math test.
3) Failed two or more courses in any semester of secondary school and not expected to graduate within four years of the date the student began ninth grade.
4) Failed at least one subtest on the most recent TEAMS test given prior to the 1989-1990 school year.

These state-mandated criteria appear to identify more students than are really at high risk--for example, about 49% of all ninth graders are currently classified at risk by these criteria.

Here is a list, by heading, of the variables appearing on the printout, with some explanation where it may be necessary:

- STUDENT NUMBER
- NAME
- YEARS ABOVE/BELOW GRADE FOR AGE--"0" indicates student is at the proper grade for his/her age, a positive number means the student is above the expected grade. For example, a ninth grader who was already 16 on September 1 would have a "-2" in this field, meaning the student is two years below the expected grade for a 16 year old.
- READING GRADE EQUIVALENT (G.E.) AND PERCENTILE, MATH G.E AND PERCENTILE--A "*" next to the G.E. value means the student's score is two or more years below grade level on last year's ITBS (grades 6-8 last year) or TAP (grades 9-12 last year). For example, a student tested in the eighth month of seventh grade would be "on grade level" with a score of 7.8. A score of 5.8 or lower would be two years or more below grade level and would have a "*" next to it, meaning the student is considered at risk by this criterion. The percentile is given for reference only.

- STUDENT HAS FAILED TWO OR MORE COURSES IN A SEMESTER--Grade files for grades 7-12 were checked. A "*" indicates the student did have at least one semester with two or more F's and is not expected to graduate within four years of the date the student began ninth grade.

- STUDENT FAILED THESE SUBSETS ON LAST TEAMS TAKEN--An "R" means the student failed the Reading test, "M" for Mathematics, "L" for Language, and "W" for Writing. A "WC" indicates that the student failed only the Written Composition part of the writing tests. If this field is blank, the student passed all subtests.

Remember, a student is listed if <u>any</u> of the "at-risk" criteria are met; that is, a negative number on YEARS ABOVE/BELOW GRADE FOR AGE, <u>or</u> a "*" next to the student's reading <u>or</u> mathematics G.E. indicating a score two or more years below grade level, <u>or</u> a "*" under STUDENT HAS FAILED 2 OR MORE COURSES IN A SEMESTER, <u>or</u> an R, M, L, W, or WC under STUDENT FAILED THESE SUBTESTS ON LAST TEAMS TAKEN.

Students may also be identified as at risk by optional criteria such as:

- environmental factors
- familial factors
- economic factors
- social factors
- developmental factors
- other psychosocial factors that indicate the student is at
- high risk for dropping out

You may request your counselors and other school professionals to identify such at-risk students who are not already identified as at risk.

Please furnish ORE with a list of these students to include name and student ID so that these students can be included in the longitudinal research of at-risk students and dropouts. **Do not forward the reason for their identification.**

APPROVED: _____
Executive Director
Department of Management Information

cc: David Hill (Memo only)
Gloria Williams
Jose Lopez
Glenda Stover
WINGS Intervention Specialists
Donna Knapp
Dropout Prevention Coordinators

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LFWKSDEC89:dprkm

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
AT-RISK STUDENTS - FALL 1989

15:03 TUESDAY, DECEMBER 5, 1989 1

LF$SRSK2
STUDENTS AT RISK USING TEA CRITERIA

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

THIS INFORMATION IS CONFIDENTIAL AND IS FOR USE BY AISD PROFESSIONAL STAFF ONLY. UNAUTHORIZED USE BY OTHERS IS NOT PERMISSIBLE UNDER CURRENT LAW. THIS RECORD MUST BE DESTROYED WHEN NO LONGER IN USE.

SCHOOL: 002 AUSTIN
GRADE: 9

STUDENT NUMBER	NAME	YEARS ABOVE/ BELOW GRADE FOR AGE	READING G.E.	READING %ILE	MATH G.E.	MATH %ILE	STUDENT HAS FAILED 2 OR MORE COURSES IN A SEMESTER	STUDENT FAILED THESE SUBTESTS ON LAST TEAMS TAKEN
[redacted]		-2						
		-3					•	R M W
		-1	8.7	38	6.9•	12	•	M
		-1					•	
		-2						M
		-1	6.3•	11	7.8•	23	•	R M W
		0	7.6•	23	7.8•	23		NOT TAKEN
		-4					•	W
		-4	7.2•	18	6.6•	10		M W
		-1	5.3•	6	7.5	26		
		-2						
		-1	8.1	31	7.3•	16	•	
		-5						NOT TAKEN
		-2						NOT TAKEN
		-2						NOT TAKEN
		0	7.6	31	6.8•	14		WC
		-1	10.8	60	7.5•	19	•	M
		-2					•	
		-1	6.5•	16	5.7•	3		
		-1	6.0•	11	6.6•	11		R M W
		-1	6.3•	14	8.0	36		
		-1						R M W
		-2	6.5•	12	4.0•	1	•	R M
		-1	4.0•	1	7.3•	16	•	NOT TAKEN
		-2						NOT TAKEN
		0	7.8	34	6.7•	12		M WC
		-1						R M W W
		-1	6.7•	19	7.8	32		R W
		-1	4.5•	2	7.3	22		R M
		-1	5.0•	4	7.3	22		WC
		-2					•	
		-1	6.5•	16				W W
		-1	6.5•	12	6.6•	10	•	M W W
		0	6.7•	19	8.2	40		R
		0	6.2	23	7.9	54		R
		0	10.6	83	9.9	78		W
		-1						M WC
		0	5.3•	6	6.0•	5		R M W
		-3						R M WC
		-1	8.2	40	6.9	15		WC
		-1	7.7•	24	8.6	35	•	R W W
		0	5.8•	9	6.2•	7		R M W W
		-2	6.8•	14	7.3•	16	•	M W
		-2	8.6	47	8.1	38		
		-2						
		-3					•	

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DATE PRINTED MAR 7, 1989

SCHOOL 042 PORTER

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

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THE STUDENTS LISTED BELOW WITHDREW FROM YOUR SCHOOL DURING THE 1988-89 SCHOOL YEAR AND HAVE NOT ENROLLED IN ANOTHER AISD SCHOOL OR HAD THEIR RECORDS REQUESTED BY A NON-AISD SCHOOL. THESE STUDENTS HAVE BEEN OUT AT LEAST 30 DAYS AND ARE DROPOUTS ACCORDING TO THE TEXAS EDUCATION AGENCY'S DEFINITION. IF THEY DO NOT RE-ENROLL OR HAVE THEIR RECORDS REQUESTED, THEY WILL BE INCLUDED IN YOUR SCHOOL'S DROPOUT COUNT AT THE END OF THE YEAR.
THIS IS A CUMULATIVE LISTING FOR THE SCHOOL YEAR. STUDENTS WHO RETURN OR HAVE RECORDS REQUESTED ARE REMOVED.

ID NO	NAME	AGE ON 9/1/88	GRADE	WITHDRAWAL DATE	WITHDRAWAL 6 WKS	ADDRESS		
[redacted]		14	7	09/27/88	1	1311 E 3RD ST		78702
		16	7	09/14/88	1	1143 GUNTER ST	3/4	78721
		15	7	10/03/88	1	1143 GUNTER ST	3/4	78721
		13	7	10/04/88	1	1902 FAIR OAKS DR		78745
		12	8	10/10/88	1	1212C SOUTHPORT DR		78704
		14	8	10/13/88	1	2004 BERT AV		78704
		13	8	10/10/88	1	1508 SOUTHPORT DR	146	78704
		12	7	11/28/88	2	10101 DOBBIN DR		78748
		13	7	11/23/88	2	2312 THRASHER LA		78741
		13	7	11/23/88	2	4408 LA REINA DR		78745
		14	7	11/23/88	2	6306 SANTOS ST		78741
		12	7	10/24/88	2	2406B BERKELEY AV		78745
		15	8	10/27/88	2	6211 WALKER LA		78741
		13	8	10/17/88	2	6322 RICHARDSON LA		78741
		15	8	10/17/88	2	6700 CANAL ST		78741
		13	8	11/16/88	2	6216 PALM CIR		78741
		14	8	11/14/88	2	6210 LANGHAM ST		78741
		14	8	11/03/88	2	1207 SOUTHPORT DR		78704
		14	7	01/18/89	3	2004 BERT AV		78704
		12	7	12/14/88	3	3819 SOUTHWAY DR	3810-4	78704
		14	7	01/09/89	3	6814 MONTANA ST		78741
		12	7	01/05/89	3	1816 PARKSIDE LA		78745
		13	7	01/03/89	3	3703 SADDLESTRING TRL		78739
		14	8	12/02/88	3	4100 VICTORY DR	106	78704
		12	8	01/19/89	3	2307 SOUTHERN OAKS DR		78745
		15	8	12/09/88	3	5413 MANCHACA RD	235	78745
		14	8	01/03/89	3	2104 BERKETT DR	203	78745
		14	8	01/16/89	3	919 VARGAS RD		78741
		13	8	01/05/89	3	4004 VICTORY DR	203B	78704
		14	8	01/06/89	3	6306 SANTOS ST		78741
		14	8	01/18/89	3	2004 BERT AV		78704

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

03 07 90

DROPOUT RATES THROUGH END OF THIRD SIX WEEKS 1989-90

	SIX WEEKS							9-12	*DROPOUT%			88-90
	1	2	3	4	5	6	TOTAL	ENROLLMENT	87-88	88-89	89-90	OF 88-89
A.L.C.	1	4	9				14	96	.	.	14.6	
ANDERSON	19	15	10				44	1383	4.8	4.7	3.2	68.1
AUSTIN	24	23	15				62	1714	3.0	5.2	3.6	69.2
BOWIE	7	18	11				36	2165	.	2.6	1.7	65.4
CROCKETT	4	17	7				28	1807	5.1	4.1	1.5	36.6
JOHNSTON	26	72	24				122	1691	3.8	8.9	7.2	80.9
L.B.J.	5	14	3				22	1319	2.5	2.1	1.7	81.0
LANIER	31	37	15				83	1519	6.1	6.2	5.5	88.7
MCCALLUM	13	24	29				66	1335	4.3	3.9	4.9	126.6
REAGAN	21	31	15				67	1373	4.4	5.6	4.9	87.5
ROBBINS	7	7	3				17	173	11.3	9.5	9.8	103.2
TRAVIS	19	30	18				67	1413	6.2	5.7	4.7	82.5
SUBTOTAL	177	292	159				628	15988			3.9	
AUSTIN STAT	1	1	0				2	26			7.7	
CHILDREN CE	0	0	0				0	1			0.0	
CLIFTON CEN	0	0	1				1	105			1.0	
DEVELOPMENT	0	0	0				0	49			0.0	
EVENING HIG	10	6	2				18	86			20.9	
HOMEBOUND	0	0	0				0	11			0.0	
MARY LEE	0	0	2				2	19			10.5	
RIO GRANDE	3	1	2				6	38			15.8	
SHOAL CREEK	0	0	1				1	10			10.0	
TEENAGE PAR	4	12	4				20	171			11.7	
SUBTOTAL	18	20	12				50	516			9.7	
TOTAL	195	312	171				678	16504	5.0	5.1	4.1	80.4

	SIX WEEKS							7-8	*DROPOUT%			88-90
	1	2	3	4	5	6	TOTAL	ENROLLMENT	87-88	88-89	89-90	OF 88-89
A.L.C.	9	13	7				29	155	.	.	18.7	
BEDICHEK	3	4	2				9	660	3.6	1.2	1.4	116.7
BURNET	0	3	1				4	649	3.0	1.4	0.6	42.9
COVINGTON	0	0	0				0	894	1.5	0.9	0.0	0.0
DOBIE	2	2	1				5	582	2.5	1.4	1.9	84.2
FULMORE	0	1	3				4	592	3.8	2.1	0.7	33.3
KEALING	4	4	3				11	792	2.3	2.8	1.4	50.0
LAMAR	0	1	1				2	513	4.6	1.9	0.4	21.1
MARTIN	2	2	4				8	740	3.5	2.4	1.1	45.8
MENDEZ	1	3	2				6	666	3.1	2.9	0.9	31.0
MURCHISON	1	0	1				2	689	4.1	1.4	0.3	21.4
O. HENRY	1	1	2				4	450	1.6	1.8	1.9	81.1
PEARCE	0	3	4				7	565	3.1	3.9	1.2	30.8
PORTER	1	1	3				5	725	5.1	4.1	0.7	17.1
ROBBINS	11	13	4				28	125	.	14.8	22.4	151.4
SUBTOTAL	35	51	38				124	8797			1.4	
AUSTIN STAT	2	1	1				4	21			19.0	
CHILDREN CE	0	0	0				0	3			0.0	
DEVELOPMENT	0	0	0				0	10			0.0	
HOMEBOUND	0	1	1				2	10			20.0	
MARY LEE	0	1	0				1	16			6.3	
RIO GRANDE	0	2	1				3	40			7.5	
SHOAL CREEK	1	0	3				4	11			36.4	
TEENAGE PAR	0	0	0				0	24			0.0	
SUBTOTAL	3	5	6				14	135			10.4	
TOTAL	38	56	44				138	8932	3.2	2.4	1.5	62.5

COMPARISONS BETWEEN 1987-88 AND LATER YEARS FOR SENIOR HIGH SCHOOLS MAY BE INAPPROPRIATE BECAUSE OF BOUNDARY CHANGES. *DROPOUT % IS AS OF SECOND SIX WEEKS.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

April 3, 1990

TO: Elementary Principals

FROM: Linda Frazer

SUBJECT: Elementary At-Risk (Overage) Students

Currently, the only criteria for being at risk in grades 1-6 is having been retained one or more years. AISD uses overage by one or more years as a proxy for retention. Attached you will find several items related to elementary at-risk students:

1) A table of the percent of elementary students who are overage by location and by grade for 1989-90.

2) A table of enrollment, number overage, and percent overage for the district by grade.

3) A table of enrollment, number overage, and percent overage for your school by grade.

4) A list of the students at your school who are one or more years overage. Retention files are available for the past four years. Students enrolled as of October 30, 1989 who were overage by one or more years were matched with retention files. If the student was retained in AISD in the last four years the year and the grade retained for that year are printed. Be advised that some overage students may have been retained in AISD prior to the last four years or may have been retained elsewhere. A few may have started school at an older age. Reading from left to right, the following information is included for each student in your school:

   - STUDENT NUMBER
   - STUDENT NAME
   - GRADE
   - RETGRD86 - RETGRD89 - (The year retained and in that column the grade retained)
   - BIRTHDATE
   - AGE
   - OVERAGE2--If the student is overage by one or more years there will be an "*" in this column.

5) Conclusions about Retention from Research

6) Project GRAD Feedback--Please note that each of the four highest categories of percentages of at-risk students who dropped out in grades 7-12 contained students who are overage.

This information is provided for your use as you consider retention decisions this spring. If you have questions about the printouts please call Linda Frazer at 458-1227.

LF:if
Attachments

cc: Timy Baranoff (List of Students Not Included)
Catherine Christner
Nancy Baenen
Glenda Stover
Bonnie Hammil
Ron Lehman
Dropout Prevention Coordinators
Supervising Principals

Approved: _____
Executive Director
Department of Management Information

Approved: _____
Assistant Superintendent
Division of Elementary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Elementary At-Risk (OVERAGE) Students By Location and By Grade, 1989-90

District Totals

Grade	Enrollment	Overage	% Overage
1	6,089	753	12.37
2	5,768	950	16.47
3	5,432	1,119	20.60
4	5,071	1,108	21.85
5	4,667	1,075	23.03
6	713	193	27.07
Total	27,740	5,198	18.74

Included in the above numbers are 352 students who are 2 or more years overage.

ifwksmar90part2:overage.wps

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Conclusions About Retention

The meta-analysis of the sixty-three studies is consistent with previous reviews of research and an earlier meta-analysis finding largely negative effects for retention. On average, retained children are worse off than their promoted counterparts on both personal adjustment and academic outcomes.

Of the sixty-three empirical studies, fifty-four found negative results while only nine were positive. Although it appears that some success has been achieved by those plans being evaluated in the 'positive studies', two notes of caution must be emphasized. First, the few positive studies involved intensive remediation plus retention and ironically an unusually able population of retainees. These studies failed to compare retention plus remediation to promotion plus an equivalent amount of remediation. Second, positive studies tended to be based on more favorable comparison with grade peers rather than age peers, used only academic outcome measures, and most did not follow-up past one year. When all available longitudinal studies were taken together, the same-grade apparent benefit disappeared over time so that retained children were no better off in relation to their younger at-risk controls who went immediately on to the next grade.

When only well-matched studies were examined, a greater negative effect was found for retention than in the research literature as a whole. In studies where retained children and promoted controls were matched on IQ and prior achievement, repeating a grade had an average negative effect of -.30 standard deviations. The weight of empirical evidence argues against grade retention. As Holmes and Matthews concluded in 1984, 'Those who continue to retain pupils at grade level do so despite cumulative research evidence showing that the potential for negative effects consistently outweighs positive outcomes' (p.232).

From Flunking Grades: Research and Policies on Retention. Edited by Lorrie A. Shepard and Mary Lee Smith. 1989.

ifwksmar90part2:conclret.wps

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

04/02/90

ELEMENTARY AT-RISK (OVERAGE) STUDENTS BY LOCATION AND BY GRADE, 1989-90

CODE	SCHOOL	GRADES 1	2	3	4	5	6	SCHOOL AVERAGE
101	ALLISON	19.81	25.30	33.33	41.10	41.10	.	31.03
102	ANDREWS	13.64	21.30	32.00	25.51	40.79	.	25.61
103	BARTON HILLS	7.89	7.27	8.93	10.71	9.09	12.82	9.38
104	BECKER	20.75	23.44	31.34	37.25	47.50	.	30.91
105	BLACKSHEAR	14.52	22.86	42.62	30.99	55.56	58.33	36.51
106	BLANTON	17.24	10.94	24.14	17.65	20.00	25.00	18.99
107	BRENTWOOD	10.00	16.22	26.47	18.29	26.51	.	18.88
108	BROOKE	18.42	27.59	34.78	57.45	45.95	.	34.15
109	BROWN	19.44	28.95	20.00	42.62	32.76	.	28.44
110	BRYKER WOODS	18.00	14.29	11.67	14.04	8.11	17.95	14.04
111	CAMPBELL	10.53	21.15	40.00	51.85	46.88	9.38	27.60
112	CASIS	14.02	10.19	10.20	14.29	12.00	18.52	13.08
113	CUNNINGHAM	7.98	14.39	15.45	16.41	9.52	.	12.56
114	DAWSON	17.35	20.93	32.39	37.68	33.33	.	27.18
115	DILL	50.00	100	100	.	0.00	.	55.56
116	GOVALLE	17.78	15.79	24.00	31.71	29.17	.	23.19
117	GULLETT	14.06	3.39	6.67	12.82	22.64	.	11.64
118	HARRIS	17.21	17.02	14.71	20.00	21.74	.	17.94
119	HIGHLAND PARK	8.33	9.89	13.10	7.79	7.89	.	9.50
120	JOSLIN	6.17	10.64	11.11	18.18	22.54	60.00	14.47
121	LEE	7.27	5.56	5.66	6.38	3.64	11.11	6.47
122	MAPLEWOOD	11.54	18.00	28.85	17.95	12.50	26.19	19.08
123	MATHEWS	8.70	10.91	21.31	5.26	21.43	33.33	15.59
124	METZ	8.89	15.66	34.33	33.33	27.78	32.73	23.65
125	OAK SPRINGS	22.92	14.04	25.58	42.55	36.36	.	27.62
126	ORTEGA	9.76	23.26	34.69	39.62	58.14	.	33.62
127	SANCHEZ	16.67	25.35	24.68	43.94	39.68	56.90	33.17
128	PEASE	0.00	2.44	0.00	10.81	7.69	13.64	5.19
129	PECAN SPRINGS	12.31	16.22	22.06	27.69	19.05	.	19.40
130	PLEASANT HILL	10.34	20.00	16.16	18.29	18.18	.	16.25
132	REILLY	7.94	25.71	15.09	19.51	27.69	.	19.52
133	RIDGETOP	27.66	28.57	33.33	46.88	40.91	.	34.55
136	ST. ELMO	12.07	16.44	19.77	20.27	22.22	0.00	18.26
138	SUMMITT	8.77	10.68	9.74	.	.	.	9.79
139	SIMS	11.11	17.14	16.67	27.27	28.57	.	19.85
140	TRAVIS HEIGHTS	6.40	15.32	20.54	26.67	27.50	.	18.08
141	WALNUT CREEK	10.48	23.68	35.90	27.59	21.31	.	22.75
142	ALLAN	14.86	23.81	37.70	25.37	46.55	.	28.79
143	PATTON	16.09	19.35	9.58	10.65	11.02	.	13.41
144	WOOTEN	13.04	19.63	33.00	27.71	30.00	.	23.92
145	ZAVALA	31.08	24.62	50.00	53.06	50.00	.	40.46
146	ZILKER	22.55	26.67	15.87	30.77	26.32	30.51	25.12
147	MENCHACA	9.73	11.88	14.29	13.64	11.82	.	12.22
148	OAK HILL	11.76	16.08	17.39	11.50	9.26	.	13.29
149	BARRINGTON	11.94	13.91	25.00	24.77	24.18	.	19.35
150	NORMAN	18.37	25.58	39.02	25.53	32.35	.	27.57
151	PILLOW	5.32	13.86	8.99	.	.	.	9.51
152	WOOLDRIDGE	23.31	30.10	25.00	24.44	33.33	.	26.84
154	DOSS	8.18	11.96	11.24	10.84	8.33	11.39	10.24
155	HILL	14.55	9.09	7.69	.	.	.	10.43
156	ODOM	12.07	16.30	16.54	22.69	17.70	.	17.05
157	WINN	2.65	18.75	22.86	.	.	.	14.74
158	SUNSET VALLEY	8.57	6.41	17.28	15.00	18.39	.	12.99
159	GRAHAM	9.09	17.28	14.10	16.83	13.19	.	14.00
160	LINDER	13.18	20.18	25.93	28.26	39.53	.	24.20
161	COOK	14.29	10.81	19.44	15.00	18.89	.	15.60
162	HOUSTON	13.33	21.65	25.00	33.33	25.24	.	23.36
166	WILLIAMS	9.34	12.14	15.72	16.20	14.79	.	13.46
167	WEBB	.	.	.	16.31	17.14	.	16.71
168	LANGFORD	10.00	20.93	24.24	19.70	32.84	.	20.80
170	BOONE	8.16	12.18	14.72	13.37	10.74	.	11.77
171	PALM	6.90	13.59	13.19	28.26	27.16	.	17.62
172	KOCUREK	8.28	12.84	16.67	7.58	11.88	.	11.43
175	WIDEN	11.49	13.33	23.53	22.67	21.71	.	18.04
176	GALINDO	10.43	17.27	23.76	18.09	34.52	.	20.04
AVERAGE FOR GRADE		12.37	16.47	20.60	21.85	23.03	27.07	18.74

. = THIS GRADE DOES NOT APPLY AT THIS SCHOOL.
NOTE: CURRENTLY, THE ONLY CRITERION FOR BEING AT-RISK AT THE ELEMENTARY GRADES IS HAVING BEEN RETAINED ONE OR MORE YEARS. AISD USES OVERAGE BY ONE OR MORE YEARS AS A PROXY FOR RETENTION.

****

IDENTIFICATION OF AT-RISK STUDENTS

****

WHAT DOES "AT-RISK" MEAN?

In this report, the term "at-risk" refers to the greater likelihood for students in grades 7-12 with certain characteristics to drop out of school. As used here, the term does not connote, as it has been used elsewhere, being unprepared to begin school, poor achievement, an increased likelihood of school failure, or social, economic, or medical vulnerability. The term refers here to students, not schools (Freiberg, Prokosch, & Treister, 1989).

Certain characteristics having a correlation with dropping out of school have been delineated (Phlegar & Rose, 1988) or proposed (Wells, Bechard, & Hamby, 1989). Among the most frequently cited are:

Academic

- Low basic skills test performance
- Low grade point average (GPA)
- Below grade-level performance, especially in basic skill areas

School/Social

- One or more years older than other students in the same grade. (This indicator has been shown to be the single most significant predictor of dropping out.)
- Attendance/truancy problem--not attending school on a consistent basis
- Behavior/discipline problem
- Retention
- Special program placement
- Placement in other than the academic track
- No extracurricular involvement

Home/Family

- Family in lower economic level--student participates in a free or reduced-price meal program, for example
- Unstable home
- Abused
- Low parental education level and occupation
- Parental noninvolvement or low expectation
- Non-English-speaking home
- Minority status
- Frequent transfer between schools

Personal

- Illness and disability
- Low self-esteem, external locus of control
- Poor school attitudes
- Low educational and occupational aspirations
- Alcohol and/or substance abuse problem
- Pregnant or parenting
- Negative police involvement
- Friends have dropped out

In 1986, as part of H.B. 1010, the State of Texas set out its at-risk criteria for students in grades 1-12. See page 3 for criteria for students in grades 7-12.

AISD At-Risk Categories

For purposes of identifying and tracking at-risk students, AISD operationalized the State criteria for students in grades 7-12 as follows:

State Criterion	AISD Operational Definition
Not advanced from one grade level to the next for two or more school years	Two or more years older than expected for the grade level, as of September 1
Has mathematics or reading skills that are two or more years below grade level	Two or more years below grade level as measured by a norm-referenced achievement test (Iowa Tests of Basic Skills in grades 1-8; Tests of Achievement and Proficiency in grades 9-12)
Has failed two or more courses in one or more semesters and is not expected to graduate within four years of the time the student entered the ninth grade	Has two or more F's (final grade) in a semester
Has failed one or more of the reading, writing, or mathematics sections of the most recent TEAMS test beginning with the seventh grade	Has failed one or more of the TEAMS Mathematics, Reading, or Writing tests, most recent score

AISD does not use any of the optional State criteria for identifying at-risk students (see page 3).

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H.B. 1010: THE STATE AT-RISK CRITERIA

H.B. 1010, passed by the Texas State Legislature in 1986 and taking effect September 1, 1987, relates to reducing the number of students who drop out of public school. Section 4 (f) of this bill states:

For the purposes of this section, "student at risk of dropping out of school" includes each student in grade levels seven through 12 who is under 21 years of age and who:

(1) was not advanced from one grade level to the next two or more school years;

(2) has mathematics or reading skills that are two or more years below grade level;

(3) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins the ninth grade; or

(4) did not perform satisfactorily on an assessment instrument administered under Section 21.551(a) of this code in the seventh, ninth, or twelfth grade.

Grades 7-12
19 TAC 75.195(c) (1) - (4)

Below 21 years of age and meet one or more of the following:

(1) has not been promoted one or more times in grades 1-6 based on academic criteria established in subsections (a) and (b) of this section and continues to be unable to master the essential elements in the 7th or higher grade level;

(2) is two or more years below grade level in reading or mathematics;

(3) has failed at least two courses in one or more semesters and is not expected to graduate within four years of the time the student entered the 9th grade; or

(4) has failed one or more of the reading, writing, or mathematics sections of the most recent TEAMS test beginning with the seventh grade.

Grades 7-12
TEC 21.557 (f)

Under 21 years of age and who:

(1) was not advanced from one grade level to the next two or more school years;

(2) has mathematics or reading skills that are two or more years below grade level;

(3) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins the ninth grade; or

(4) did not perform satisfactorily on an assessment instrument administered under Section 21.551(a) of this code in the seventh, ninth, or twelfth grade.

H.B. 1010 amended the Texas Education Code (TEC) guidelines which are contained in the Texas Administrative Code (TAC). Provisions in both the TEC and TAC must be implemented as law.

A student who meets one or more of these criteria shall be identified as at risk. A student does not have to meet all four criteria to be considered at risk.

Optional criteria for identifying at-risk students, grades 1-12, are also included as follows:

Grades 1-12
19 TAC 75.195 (c) (5)
Optional criteria:

- environmental factors,
- familial factors,
- economic factors,
- social factors,
- developmental factors,
- other psychosocial factors where such factor contributes to the students' inability to progress academically.

Grades 7-12
TEC 11.205 (c)
Optional criteria:

- adjudged delinquent;
- abuses drugs/alcohol;
- limited English proficiency
- receives compensatory or remedial instruction;
- sexually, physically, or psychologically abused;
- pregnant;
- slow learner;
- underachiever;
- enrolls late in school year;
- stops attending school before the end of the school year;
- unmotivated; or
- other characteristics that indicate the student is at high risk of dropping out.

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Based on the State at-risk criteria, ORE developed seven basic at-risk categories:

1. Age (two or more years overage)
2. Reading Achievement (two or more years below grade level)
3. Mathematics Achievement (two or more years below grade level)
4. F's (two or more in a semester)
5. TEAMS Reading (failing)
6. TEAMS Math (failing)
7. TEAMS Writing (failing)

Two other categories were added: TEAMS Language, in place of TEAMS Reading for students in grades 11 and 12, because they do not take the reading test, and TEAMS Writing Composition, because the writing composition portion of the test seemed worth considering separately from the writing test as a whole, which also includes an objective, multiple-choice section.

An additional 13 categories were extrapolated by combining the seven basic categories, for a total of 22 at-risk categories. Attachment III-1 lists and defines all 22 at-risk categories.

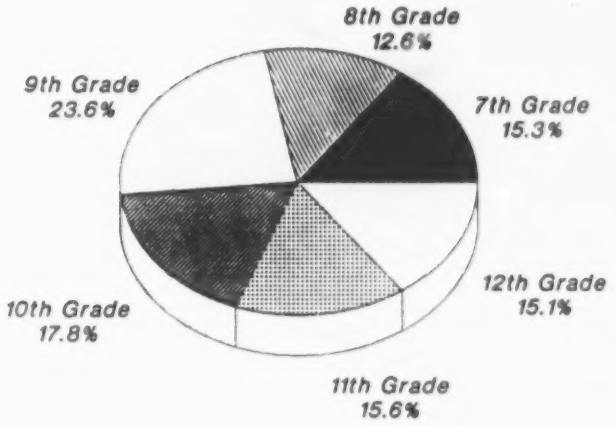
WHO ARE THE STUDENTS AT RISK?

For the 1988-89 school year, a determination was made of the at-risk status (as of October 30, 1988) of each student in grades 7-12. The most important findings were:

- The number of students considered at risk is 11,668 or 46.1% of the enrollment.
- High school students are more likely to be at risk than junior high school students.
- A greater proportion of the Hispanic (59.6%), Black (61.0%), and American Indian (47.2%) enrollment is identified as at risk than Asian (37.1%) or White (31.1%).
- More males (50.7%) are at risk than females (41.4%).
- Johnston (64.7%) and Reagan (56.0%) have the greatest proportion of students at risk among the high schools.
- O. Henry (44.7%) and Martin (41.6%) have the greatest proportion of students at risk among the middle/junior high schools.

Figure III-1 depicts the percentages of at-risk students by grade for grades 7-12 in 1988-89. Attachment III-2 presents the numbers of at-risk students broken down by grade, ethnicity, and sex. Attachment III-3 presents the same breakdowns as a percentage of enrollment. Attachment III-4 gives the frequency of at-risk students by grade and school.

FIGURE III-1
At-Risk Students by Grade Level, 1988-89



Note: Percentages are of the total at-risk students.

1988-89 School Year Compared with 1987-88 School Year

The same statistics about the number and characteristics of at-risk students in AISD in 1988-89 were obtained for the previous school year. Figure III-2 compares the two years.

FIGURE III-2
Comparison of At-Risk Students,
1987-88 and 1988-89

	1987-88		1988-89	
Students at risk, grades 7-12	11,330		11,668	
AISD enrollment	25,587		25,292	
Percent of AISD enrollment	44.3%		46.1%	
Grade 7	1,145	(10.1%)	1,782	(15.3%)
Grade 8	1,282	(11.3%)	1,466	(12.6%)
Grade 9	2,888	(25.5%)	2,759	(23.6%)
Grade 10	1,765	(15.6%)	2,081	(17.8%)
Grade 11	2,108	(18.6%)	1,815	(15.6%)
Grade 12	2,142	(18.9%)	1,765	(15.1%)
Junior high school	2,427	(21.4%)	3,248	(27.8%)
High school	8,903	(78.6%)	8,420	(72.2%)
Male	6,395	(56.4%)	6,517	(55.9%)
Female	4,935	(43.6%)	5,151	(44.1%)
American Indian	19	(.2%)	34	(.3%)
Asian	231	(2.0%)	216	(1.9%)
Black	3,212	(28.3%)	3,226	(27.6%)
Hispanic	4,304	(38.0%)	4,547	(39.0%)
White	3,564	(31.5%)	3,645	(31.2%)
*Risk categories with the highest percentage of at-risk students:				
Achievement and TEAMS	18.1%		17.4%	
TEAMS Writing Composition	11.0%		10.8%	
Age	9.8%		8.1%	
TEAMS (two sections)	9.5%		8.5%	
Two F's in a semester	6.4%		10.1%	

* See Attachment III-1 for a list of the risk categories.

Note: Percentages are of the total number at risk.

Inspection of Figure III-2 reveals that:

- The overall percentage of at-risk students increased by 1.8 percentage points from 1987-88 to 1988-89.
- The percentage of at-risk students in high school decreased by 6.4 percentage points in 1988-89, while the percentage of junior high school students who were at risk increased by 6.4 percentage points.
- An increase in the percentage of at-risk students is particularly noticeable at grade 7.
- The percentage of students at risk in each ethnic group was about the same.

HOW MANY OF THE AT-RISK STUDENTS DROPPED OUT?

Figure III-3 presents information for the 1987-88 and 1988-89 school years.

FIGURE III-3
At-Risk Students Who Dropped Out,
1987-88 and 1988-89

	1987-88	1988-89
At-risk students who dropped out	**1,371 (12.1%)**	**1,338 (11.5%)**
At-risk students who did not drop out	9,959 (87.9%)	10,330 (88.5%)
Students in grades 7-12 who dropped out	2,374	2,172
AISD enrollment*	25,587	25,292
Percent of enrollment which dropped out	9.3%	8.6%
Students not at risk who dropped out	752	834
Percent not at-risk students were of the dropouts	31.7%	38.4%
Students who were new and not evaluated for at-risk status who dropped out	251	272

* As of October 30 of each year

Note: Dropouts are as of the end of the sixth six weeks.

WHAT RISK CATEGORIES ARE MOST ASSOCIATED WITH DROPPING OUT?

The six at-risk categories with the highest percentages of dropouts were almost the same for 1988-89 as for 1987-88. See Figure III-4.

- Age, i.e., being overage compared to peers, is common to all six of the highest at-risk categories.
- The top two at-risk categories were the same in both years: age and TEAMS and age.
- The third- and fourth-highest categories were reversed in 1988-89 from their 1987-88 order. The same occurred with the categories with the fifth- and sixth- largest percentages of dropouts.
- In 1987-88, the top five categories represented 20% of at-risk students but 61.3% of the dropouts.
- In 1988-89, the top six categories represented 19.8% of at-risk students but 59.4% of the dropouts.

Attachment III-5 gives the percentages of dropouts in each at-risk category for 1987-88 and 1988-89.

- Fewer of the students with F's (category 4) dropped out than might be expected in 1988-89.

  --Categories including F's were represented by 17.9% of students at risk in 1987-88 and by 28.9% in 1988-89.
  --However, only 10.5% and 14.3% of the dropouts came from these categories in 1987-88 and 1988-89, respectively.
  --Of those with F's, only 8.8% dropped out in 1987-88; 3.5% with F's dropped out in 1988-89.

Attachment III-6 shows dropouts by grade by percent of at-risk category for both years.

- When looking at the at-risk categories with the highest percentage of dropouts by grade, the combination of being overage and failing at least one TEAMS test (category 12) ranked first in almost all grades. Exceptions were grade 8 in 1987-88 (it ranked second) and grade 12 in 1988-89.

Attachments III-7 and III-8 show the three categories with the highest percentages of dropouts for each of grades 7-12 for 1987-88 and 1988-89, respectively.

- Of the dropouts who were at risk, age (category 1) ranked first in all grades 7-12 in both years. Age and failing one TEAMS test (category 12) ranked second in most grades in both years.
- Age alone accounted for 22.0% to 37.4% of the dropouts of each grade in 1987-88 and from 19.5% to 31.2% in 1988-89.
- Age and failing one TEAMS test accounted for 41.7% to 49.5% of all dropouts in grades 7-11 in 1987-88 and from 37.8% to 51.7% of all dropouts in grades 7-10 in 1988-89.

FIGURE III-4
Top Six Categories, Highest Percentage of At-Risk Students Who Dropped Out

1987-88			1988-89		
RISK CATEGORY	**DROPOUTS**	**% of AT-RISK**	**RISK CATEGORY**	**DROPOUTS**	**% of AT-RISK**
12	183	48.54	12	167	45.26
1	426	38.27	1	361	38.36
10	72	33.48	17	125	35.21
17	123	30.00	10	60	33.33
11	37	22.70	18	34	20.73
18	34	15.22	11	48	16.22
TOTAL	875	63.80	**TOTAL**	795	59.40

NOTE: See Attachment III-1 for definitions of risk categories.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Definitions of Risk Category Codes

Variable	Risk Category	Definition
Risk1	Age	Student is two or more years older than expected for the grade level
Risk2	Read Ach	Student scored two or more years below grade level in reading on a norm-referenced, standardized achievement test (either the Iowa Tests of Basic Skills or the Tests of Achievement and Proficiency)
Risk3	Math Ach	Student scored two or more years below grade level in mathematics on a norm-referenced, standardized achievement test (either the ITBS or the TAP)
Risk4	2 F's	Student failed at least two courses during a semester
Risk5	TEAMS Read	Student failed the reading section on the most recent administration of the state-mandated, criterion-referenced Texas Educational Assessment of Minimum Skills (TEAMS) (grades 7 and 9 only)
Risk6	TEAMS Math	Student failed the mathematics section of the TEAMS
Risk7	TEAMS Lang	Student failed the language arts section of the Exit-Level TEAMS (grades 11 and 12 only)
Risk8	TEAMS WRITE	Student failed the writing section of the TEAMS (Grades 7 and 9 only)
Risk9	TEAMS W COMP	Student failed only the writing composition portion of the TEAMS Writing test (grades 7 and 9 only)
Risk10	Age, Read Ach or Math Ach	Student is two or more years older than expected for the grade level and scored two or more years below grade level in reading or mathematics on the ITBS or TAP
Risk11	Age, 2 F's	Student is two or more years older than expected for the grade level level and failed at least two courses during a semester
Risk12	Age, TEAMS (any)	Student is two or more years older than expected for the grade level level and failed at least one of the sections of the TEAMS

DEFINITIONS OF RISK CATEGORY CODES (cont.)

Variable	Risk Category	Definition
Risk13	Math Ach or Read Ach and 2 F's	Student scored two or more years below grade level in mathematics or reading on the ITBS or the TAP and failed at least two courses during a semester
Risk14	Math Ach or Read Ach and TEAMS (any)	Student scored two or more years below grade level in mathematics or reading on the ITBS or the TAP and failed at least one of the sections of the TEAMS
Risk15	2 F's, TEAMS (any)	Student failed at least two courses during a semester and failed at least one of the sections of the TEAMS
Risk16	Age, Math Ach or Read Ach, and 2 F's	Student is two or more years older than expected for the grade level, scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, and failed at least two courses during a semester
Risk17	Age, Math Ach or Read Ach, and TEAMS (any)	Student is two or more years older than expected for the grade level, scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, and failed at least one of the sections of the TEAMS
Risk18	Age, 2 F's, and TEAMS (any)	Student is two or more years older than expected for the grade level, failed at least two courses during a semester, anf failed at least one of the sections of the TEAMS
Risk19	Age, Math Ach or Read Ach, 2 F's, and TEAMS (any)	Student is two or more years older than expected for the grade level, scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, failed at least two courses during a semester, and failed at least one of the sections of the TEAMS
Risk20	Math Ach and Reading Ach	Student scored two or more years below grade level in mathematics and in reading on the ITBS or the TAP
Risk21	TEAMS (two)	Student failed at least two sections of the TEAMs
Risk 22	Math Ach or Read Ach, 2 F's, and TEAMS (any)	Student scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, failed at least two courses during a semester, and failed at least one of the sections of the TEAMS

At-Risk Breakdown by Sex, by Grade, by Ethnicity, October 30, 1988

Grade	At Risk	Percent
7	1,782	15.3
8	1,466	12.6
9	2,759	23.6
10	2,081	17.8
11	1,815	15.6
12	1,765	15.1
Total	11,668	100.0

Ethnicity	At Risk	Percent
American Indian	34	0.3
Asian	216	1.9
Black	3,226	27.6
Hispanic	4,547	39.0
Anglo	3,645	31.2
Total	11,668	100.0

Sex	At Risk	Percent
Male	6,517	55.9
Female	5,151	44.1
Total	11,668	100.0

Percent of Enrollment That Were Identified as At-Risk, October 30, 1988

Grade	At-Risk	Enrollment	Percent of Enrollment
7	1,782	4,448	40.1
8	1,466	4,286	34.2
9	2,759	5,544	49.8
10	2,081	3,884	53.6
11	1,815	3,638	49.9
12	1,765	3,638	48.5
Total	11,668	25,292	46.1

Ethnicity	At-Risk	Enrollment	Percent of Enrollment
American Indian	34	72	47.2
Asian	216	582	37.1
Black	3,226	5,288	61.0
Hispanic	4,547	7,633	59.6
Anglo	3,645	11,717	31.1
Total	11,668	25,292	46.1

Sex	At-Risk	Enrollment	Percent of Enrollment
Male	6,517	12,843	50.7
Female	5,151	12,449	41.4
Total	11,668	25,292	46.1

Frequency of At-Risk Students by Grade and School

SCHOOL	GRADES 7	8	9	10	11	12	Total	Enrollment	%
Anderson	0	0	141	128	135	126	530	1457	36.4
Austin	0	0	254	221	158	188	821	1,857	44.2
Bowie	0	0	222	179	201	159	761	1,904	40.0
Crockett	0	0	282	237	191	187	897	1,859	48.3
Lanier	0	1	273	201	168	163	806	1,535	52.5
Johnson (LBJ)	0	0	151	146	165	171	633	1,357	46.6
Johnston	0	0	405	293	197	145	1040	1,608	64.7
McCallum	0	0	226	128	151	155	660	1,407	46.9
Reagan	0	0	268	216	185	149	818	1,462	56.0
Travis	0	0	276	195	184	183	838	1,402	59.8
Robbins	1	46	94	39	10	21	211	246	85.8
Rice	62	69	72	22	5	3	233	152	153.3
Evening School	0	0	28	31	32	24	115	83	138.6
Bedichek	124	112	-	-	-	-	236	695	34.0
Burnet	146	107	-	-	-	-	253	651	38.9
Covington	105	100	-	-	-	-	205	815	25.2
Dobie	88	67	-	-	-	-	155	561	27.6
Fulmore	131	100	-	-	-	-	231	589	39.2
Kealing	121	107	-	-	-	-	228	707	32.2
Lamar	107	95	-	-	-	-	202	555	36.4
Martin	172	110	-	-	-	-	282	678	41.6
Mendez	168	118	-	-	-	-	286	723	39.6
Murchison	137	90	-	-	-	-	227	676	33.6
O. Henry	110	107	-	-	-	-	217	485	44.7
Pearce	138	106	-	-	-	-	244	609	40.1
Porter	153	104	-	-	-	-	257	732	35.1
Austin State H.	0	2	4	2	1	3	12	45	26.7
Dev. Center	0	0	0	0	0	15	15	65	23.1
D.A.C.	12	12	15	13	4	3	59	78	75.6
Homebound	1	1	2	5	3	1	13	18	72.2
Marbridge	0	0	0	0	12	5	17	18	94.4
Mary Lee	0	0	2	1	2	0	5	36	13.9
Clifton	0	0	4	5	5	54	68	96	70.8
Teenage Parent	5	12	37	19	6	10	89	108	82.4
Shoal Creek	0	0	3	0	0	0	3	17	17.6
Settlement Club	1	0	0	0	0	0	1	3	33.3
Total	1,782	1,466	2,759	2,081	1,815	1,765	11,668	25,292	46.1
Enrollment by Grade	4,448	4,286	5,544	3,884	3,638	3,638			

Dropouts by Grade, by Percent of At-Risk Category, Students Enrolled 1987-88 and 1988-89, School-Year Dropouts

Grade	Cateogry 87-88	Cateogry 88-89	Dropout/Risk 87-88	Dropout/Risk 88-89	Percent 87-88	Percent 88-89
7	12	12	26/43	18/77	60.5	23.4
	17	1	22/45	20/23	48.9	16.3
	1	17	29/78	9/61	37.2	14.8
8	1	12	49/144	30/69	34.0	43.5
	12	1	15/60	31/108	25.0	28.7
	17	17	13/70	12/56	18.6	21.4
9	12	12	88/179	75/142	49.2	52.8
	1	1	183/383	175/339	47.8	51.6
	17	17	44/155	60/137	29.1	43.8
10	12	12	40/70	29/155	57.1	52.7
	1	1	90/195	75/145	46.2	51.7
	17	17	39/80	27/61	36.3	44.3
11	12	12	40/70	29/155	57.1	52.7
	10	17	16/21	14/25	51.6	56.0
	1	6	60/131	13/26	45.8	50.0
	17	7	13/33	1/2	39.4	50.0
12	12	10	3/3	4/10	100.0	40.0
	10	18	6/13	3/12	46.2	25.9
	21	17	2/6	3/15	33.0	20.0
	17	1	2/9	21/133	22.2	15.8

Dropouts As a Function of At-Risk Status, School-Year Dropouts, 1987-88 and 1988-89

Risk Category	At-Risk Students 1987-88	At-Risk Students 1988-89	Dropouts 1987-88*	Dropouts 1988-89**	Dropouts as % of Risk Category 1987-88	Dropouts as % of Risk Category 1988-89
1	1,113	941	426	361	38.27	38.36
2	662	555	43	45	6.50	8.11
3	321	214	17	15	5.29	7.01
4	726	1,182	64	41	8.82	3.47
5	229	301	10	16	4.37	5.32
6	374	336	21	31	5.61	9.23
7	18	16	1	2	5.56	12.50
8	632	523	23	21	3.64	4.02
9	1,246	1,258	41	48	3.30	3.82
10	215	180	72	60	33.48	33.33
11	163	296	37	48	22.70	16.22
12	377	369	183	167	48.54	45.26
13	189	366	13	11	6.88	3.01
14	2,054	2,033	130	156	6.33	7.67
15	354	442	19	18	5.37	4.07
16	64	84	6	4	9.98	4.76
17	410	355	123	125	30.00	35.21
18	92	164	14	34	15.22	20.73
19	140	212	14	23	10.00	10.85
20	418	234	34	20	8.13	8.55
21	1,074	986	66	79	6.15	8.01
22	459	621	14	13	3.05	2.09
Total		11,668		1,338		

* Total dropout = 2,374; therefore, 42.2% not identified as at risk.
** Total dropout = 2,172; therefore, 38.4% not identified as at risk.

Categorical Source of Dropouts - Three Highest by Grade, Students Enrolled 1987-88, School-Year Dropouts

Grade		Category		No.	Percent
7		1	Age	29	21.97
		12	Age & TEAMS	26	19.70
132		17	Age & Ach & TEAMS	22	16.67
8		1	Age	49	37.40
		12	Age & TEAMS	15	11.45
131		17	Age & Ach & TEAMS	13	9.92
	Tie	21	TEAMS > 1	13	9.92
9		1	Age	183	33.39
		12	Age & TEAMS	88	16.06
548		14	Ach & TEAMS	51	9.31
10		1	Age	90	29.80
		12	Age & TEAMS	40	13.25
302		14	Ach & TEAMS	10	9.27
11		1	Age	60	31.75
		14	Ach & TEAMS	19	10.05
189		10	Age & Ach	16	8.47
12		1	Age	15	21.74
		20	Read & Math	12	17.34
69		4	F's	11	15.94
Overall		1	Age	426	31.10
		12	Age & TEAMS	183	13.30
1,371		14	Ach & TEAMS	130	9.50

Categorical Source of Dropouts - Three Highest By Grade
Students Enrolled 1988-89, School-Year Dropouts

Grade		Category		No.	Percent of Dropouts
7		1	Age	20	22.22
		12	Age & TEAMS	18	20.00
N=90		14	Ach & TEAMS	12	13.33
	Tie	21	TEAMS >1		
8		1	Age	31	26.27
		12	Age & TEAMS	30	25.42
N=118		17	Age & Ach & TEAMS	12	10.17
	Tie	14	Ach & TEAMS	12	10.17
9		1	Age	175	31.19
		12	Age & TEAMS	75	13.37
		14	Ach & TEAMS	60	10.70
N=561	Tie	17	Age & Ach & TEAMS	60	10.70
10		1	Age	75	27.27
		14	Ach & TEAMS	44	16.00
N=275		12	Age & TEAMS	29	10.55
11		1	Age	39	19.50
		14	Ach & TEAMS	28	14.00
		12	Age & TEAMS	14	7.00
N=200		17	Age & Ach & Teams	14	7.00
12		1	Age	21	22.34
		14	Ach & Teams	12	12.77
N=94		4	F's	13	13.83
Overall		1	Age	361	26.88
		12	Age & TEAMS	167	12.48
N=1,338		14	Ach & TEAMS	156	11.66

****

USE OF AT-RISK CRITERIA

****

This section of the paper will examine the use of the state at-risk criteria. The first issue to be addressed is how well do the State at-risk criteria predict dropping out? Second, which of the State at-risk criteria, in what combination, are most predictive of dropping out in AISD?

Next, other ways the at-risk criteria can be used will be examined. Currently, ORE is using the State at-risk criteria to predict dropouts by campus and by program and then comparing those predictions with obtained numbers.

HOW WELL DO THE STATE AT-RISK CRITERIA PREDICT DROPPING OUT?

Not very well. Small percentages of the students classified as at risk by the State criteria actually drop out. Identified at-risk students drop out in only slightly greater percentages than students not identified as at risk. In a statistical analysis, the State at-risk criteria correctly predicted only 40% of the dropouts.

Percentages of At-Risk Students Who Drop Out

As previously stated (see Figure III-3), only 12.1% of the students at risk of dropping out in the 1987-88 school year dropped out; the remaining 87.9% did not drop out. Only 1,371 (57.8%) of the dropouts came from those considered at risk. The percentages were very similar in the 1988-89 school year. Only 11.5% of the at-risk students dropped out; 88.5% did not. Only 1,338 (61.6%) of the dropouts were considered at risk.

Figures III-11 and III-12 depict the number and percent of dropouts in grades 7-12 from among the students classed as at risk and not at risk for the 1987-88 and 1988-89 school years, respectively. The figures show that:

- Almost half of the students in each year were considered at risk (see Figure III-2).
- Small percentages both of the at-risk students and the not-at-risk students dropped out.
- In 1987-88, the chances of an at-risk student dropping out were about one in eight (12.1%). The chances of a student who was not at risk dropping out were about one in 19 (5.3%). In other words, in a given class of 30 students roughly four of the at-risk students and two of the not-at-risk students would drop out.
- The proportions were very similar in 1988-89. About one in nine of the at-risk students dropped out, and about one in 15 not-at-risk students dropped out; or, in terms of the hypothetical class of 30, three at-risk students from the 30 and two not-at-risk students.

These comparisons suggest that identifying students as at risk according to the State criteria affords an only slightly better prediction of which of these students will drop out in comparison to the students not so identified.

FIGURE III-11
Number and Percent of Dropouts, Grades 7-12,
At-Risk vs. Not-At-Risk Students, 1987-88

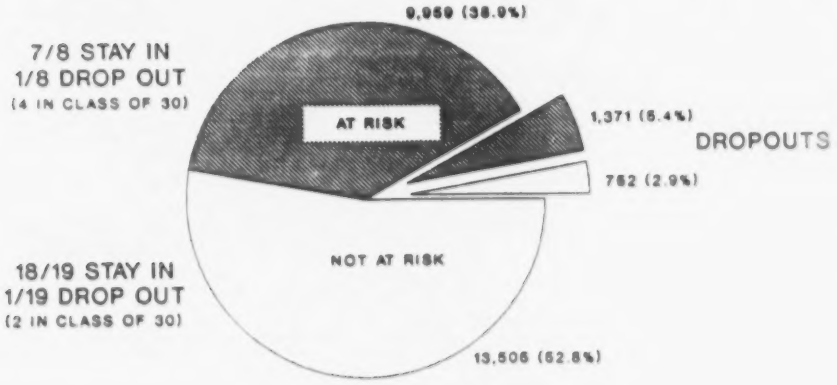
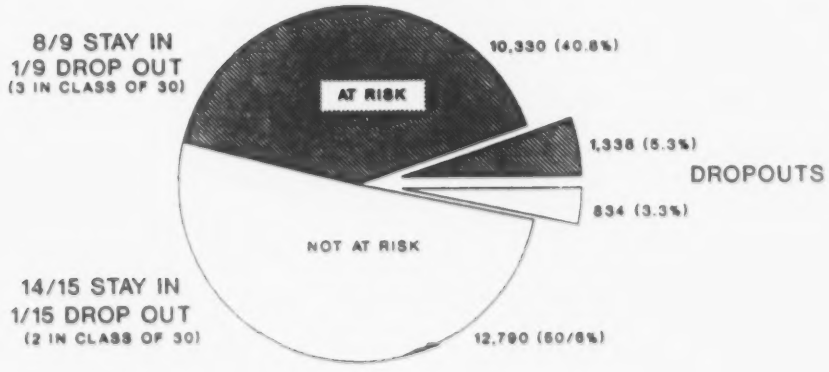


FIGURE III-12
Number and Percent of Dropouts, Grades 7-12,
At-Risk vs. Not-At-Risk Students, 1988-89



Discriminant Function Analysis

Another approach used to ascertain how well the State at-risk criteria predict whether AISD students will drop out was discriminant function analysis. The major purpose of a discriminant function analysis is to predict group membership on the basis of a variety of predictor variables. In this case, the State at-risk criteria were the variables used to predict whether students were members of the group dropouts. The at-risk status of students who were ninth graders in 1986-87 was determined, and the analyses were performed on data from this group of students. At the time of analysis, the students' dropout status was known through the end of the first semester of the 1988-89 school year. Students who died or transferred were excluded from analysis.

In this analysis, the State at-risk criteria correctly predicted only 40% of the dropouts in AISD. By contrast, they correctly predicted 94% of the students who did not drop out. Overall, when used as predictors of dropping out, the State at-risk criteria correctly categorized 77% of the students as either dropouts or "stay-ins." These criteria explain only 21% of the variation among individuals in terms of their decision to stay in or drop out of school. In other words, most of the differences between the students who decided to leave school and the students who stayed in school were not explained on the basis of the variables used as predictors. The State at-risk criteria predict dropping out only marginally better (+ 7.6%) than a prediction based on the known percentage of dropouts in the student population, i.e., prediction at the chance level.

WHICH OF THE STATE AT-RISK CRITERIA, IN WHAT COMBINATION, ARE MOST PREDICTIVE OF DROPPING OUT IN AISD?

Percentages of At-Risk Students Who Dropped Out

As described earlier, ORE created 22 at-risk categories from the State at-risk criteria (see Attachment III-1). A calculation was made of the percentage of at-risk students in grades 7-12 in each of these categories who dropped out in 1987-88 and 1988-89. These percentages represent the probability of dropping out for the at-risk students in each category, or, in other words, the **dropout risk rate**.

For 1988-89, the at-risk categories most associated with dropping out were:

1) Age and TEAMS (45.3% of at-risk students dropped out)
2) Age (38.4%)
3) Age, achievement, and TEAMS (35.2%)
4) Age and achievement (33.3%)
5) Age, F's, and TEAMS (20.7%)

6) Age and F's (16.2%)

The same categories, in slightly different order, were also the highest in 1987-88 (see Figure III-4).

With the exception of age by itself, all of the highest risk categories were combinations of the basic State at-risk criteria. Age by itself, or age in combination with other factors, was a common factor in all six categories. These six categories represented 19.8% of at-risk students but 59.4% of the dropouts.

It should be noted, however, that even the best of the combinations of at-risk criteria--age and TEAMS--identified students with a dropout risk rate of less than 50 percent.

Discriminant Function and Stepwise Regression Analyses

The State at-risk criteria were used in a stepwise analysis as independent predictors of a student's regression status--dropping out or staying in school. Three of the four State at-risk criteria made a statistically meaningful contribution to predicting dropping out:

- At risk because of being overage,
- At risk because of failing courses, and
- At risk because of being below grade level.

Among the State at-risk factors, a student's being two or more years older than peers is the best predictor of dropping out, followed by having two or more failing grades in a semester, then by being two or more years below grade level as measured by a standardized achievement test. Being at risk because of failing one or more of the Texas Educational Assessment of Minimum Skills (TEAMS) tests did not contribute significantly to the prediction.

89.24

OTHER USES OF THE STATE AT-RISK CRITERIA

Enrollment of At-Risk Students in Programs and At-Risk Courses in AISD 1988-89

It seems apparent that a school district would want to know how many of its at-risk students are enrolled in courses and programs designed for at-risk students. ORE created a table displaying the number of at-risk students in each of the 22 at risk categories and of those the number enrolled in selected programs, enrolled in selected courses, not enrolled in a course, not enrolled in a program, and not enrolled in either. From this we learned that over half of the at-risk students in 1988-89 were enrolled in neither a course or program for at-risk students. Of the 2,054 students in the six categories with the highest dropout rates, 1,455 (70.8%) were served by neither a course nor a program designed for at-risk students. See Attachment IV-1.

HOW DID THE DROPOUT RATES OF THE STUDENTS IN DROPOUT PREVENTION PROGRAMS COMPARE TO THEIR PREDICTED DROPOUT RATES?

To arrive at a "common denominator" by which to compare programs with dissimilar populations, an predicted dropout rate for each program was calculated as follows:

1. Each student in a program was assigned a risk factor based on membership in a risk category (see Attachment III-1).

2. Risk factors for each student in a group were summed. The total was divided by the number of students in the group to yield a group risk rate. This group risk rate was the predicted dropout rate for the group.

3. The actual dropout rate for the group was obtained.

4. The obtained dropout rate was divided by the predicted dropout rate to yield an obtained rate as a percentage of the predicted dropout rate. To the extent that this percentage is greater than 100%, a greater percentage of students dropped out than would be predicted to drop out; hence, the program did worse than predicted. To the extent that the percentage is smaller than 100%, the program had better success in preventing students from dropping out than would be predicted.

Figure IV-18 presents the predicted and obtained dropout rates and the obtained dropout rate as a percentage of predicted dropout rate for selected 1988-89 high school and junior high school dropout prevention programs. Percentages are shown by semester of service. The figure shows:

- At the high school level, for programs providing service in fall, 1988, obtained rates exceeded predicted rates for all programs. As a percentage of predicted rates, obtained rates all exceeded 100% (meaning that the programs did worse than predicted). Three exceeded 200%.

- At the junior high school level, CVAE, WIN, and AIP had lower than predicted dropout rates for fall, 1988.

- Among high school programs providing service in spring, 1989, Mentor, PAL, Zenith, JCL, CVAE, and PEAK had dropout rates lower than predicted.

- At the junior high school level, CVAE, Rice, PAL, CIS, and AIP had dropout rates lower than predicted.

Dropouts As Function of At-Risk Status

On page IV-4 the dropout risk rate was defined and described. This procedure has now been taken a step further. The risk rates are calculated for grades 7-8 and for grades 9-12. Visual inspection of the tables reveal differences corresponding to the overall lower dropout rate at grades 7-8. See attachment IV-3.

Predicted and Obtained Dropout Rates for Fall 1989.

Using dropout risk rates calculated as above, the predicted rates were compared with obtained dropout rates for fall 1989 for secondary schools. This procedure allows not only a comparison of obtained dropout rates between campuses but more importantly a comparison between schools controlling for types of at-risk students. See Attachment IV-4.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

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Enrollment of At-Risk Students in Programs and At-Risk Courses in AISD 1988-89

#	RISK CAT	PROGRAM* A	B	J	R	T	W	Z	6	N	7	P	NONE	SUBJECT* E	M	S	6	R	I	O	V	T	NONE	NO P* NO S*
707	1	30	18	2	25	9	5	4	0	1	25	70	560	131	137	68	8	18	13	2	7	21	514	422
548	2	3	4	0	2	1	1	0	0	3	53	99	434	105	64	43	66	1	11	3	1	6	364	291
217	3	2	0	1	3	1	0	0	0	0	3	5	207	21	53	8	25	1	10	1	1	0	131	128
1306	4	0	19	1	1	0	0	2	0	33	1	5	1245	111	163	39	180	0	54	8	5	36	877	835
278	5	5	1	1	1	1	1	0	0	1	0	3	264	32	42	12	3	5	13	1	1	2	219	211
245	6	3	3	0	0	3	4	0	0	0	2	3	229	18	47	11	10	2	5	0	0	0	187	176
4	7	0	0	0	0	0	0	0	0	0	0	1	3	2	1	0	1	0	0	0	0	0	1	1
498	8	6	2	0	1	4	1	0	0	4	0	5	476	54	94	34	5	1	27	2	1	2	376	361
1205	9	8	5	0	1	1	4	0	1	20	1	6	1159	41	117	20	2	6	69	4	2	6	1017	981
153	10	8	7	1	6	5	5	1	0	0	42	66	62	57	45	27	9	5	7	0	0	6	84	31
415	11	0	16	1	3	0	0	1	0	0	2	10	386	73	97	43	27	0	12	2	4	29	268	248
281	12	35	23	1	23	10	17	2	0	0	3	20	170	64	74	38	9	16	14	0	0	8	186	116
513	13	0	7	0	2	0	0	1	0	2	18	24	477	109	112	29	93	0	24	5	0	13	264	254
1715	14	19	16	3	24	15	25	1	0	0	26	102	1516	543	544	333	83	26	63	19	8	14	1008	866
430	15	0	12	4	1	0	0	1	0	5	3	5	402	64	107	42	11	0	26	2	2	17	268	249
139	16	0	6	1	0	0	0	1	0	0	7	15	116	64	50	18	14	0	7	1	1	11	47	42
296	17	35	22	1	15	11	6	1	0	0	14	36	180	104	104	55	6	21	9	2	3	14	168	96
202	18	0	8	5	3	0	0	1	0	0	14	3	183	55	64	33	7	0	10	4	2	18	100	93
248	20	1	4	2	2	1	0	0	0	0	34	51	188	79	59	31	44	0	11	2	1	6	124	91
889	21	13	6	1	11	7	7	0	0	0	7	37	810	172	214	106	15	13	34	5	6	5	632	573
828	22	0	27	19	7	0	0	4	0	0	14	33	743	337	388	178	59	0	42	20	14	61	290	255
		Total Number of At-Risk Students in Programs												Total Number of At-Risk Students in Courses										
		168	206	44	131	69	76	20	1	69	255	599	9810	2236	2576	1168	677	115	461	83	59	275	7125	6320
		Total Number of AISD Students in Programs																						
11,117	-	219	256	51	210	87	128	28	74	514	355	4235												

*LEGENDS

PROGRAMS:
- A - ACADEMIC INCENTIVE PROGRAM
- B - ROBBINS
- J - JOHNSTON COMPUTER LAB
- R - RICE
- T - TRANSITIONAL ACADEMIC PROGRAM
- W - WORK INCENTIVE PROGRAM
- Z - ZENITH
- L - LIBERAL ARTS ACADEMY
- N - NATIONAL SCIENCE ACADEMY
- 7 - TITLE 7
- P - LIMITED ENGLISH PROFICIENCY

SUBJECTS:
- E - ENGLISH
- M - MATH
- S - SCIENCE
- C - SOCIAL STUDIES
- R - READING
- I - INDUSTRIAL TECHNOLOGY
- O - OFFICE EDUCATION
- V - VOCATIONAL EDUCATION

NO P, NO S: Not enrolled in any program and not enrolled in any course.

WKSMAR89:MATCHPRO

FIGURE IV-18
1988-89 Dropout Rates for Selected Programs, Expected, Obtained, and Obtained as Percent of Expected

GRADES 9-12

	FALL 1988				SPRING 1989			
Program	N	Expected Dropout Rate	Obtained Dropout Rate	Obtained % of Expected	N	Expected Dropout Rate	Obtained Dropout Rate	Obtained % of Expected
CIS	N/A	N/A	N/A	N/A	130	6.72	6.9	102.7
CVAE	464	14.29	24.4	170.7	627	10.15	6.1	60.1
GRAD	813	13.45	37.8	281.0	1,163	10.96	31.6	288.3
JCL	51	11.09	12.2	110.0	46	7.85	4.3	54.8
Mentor	N/A	N/A	N/A	N/A	38	3.30	0	0
PAL	**	**	**	**	122	7.26	0.8	11.0
PEAK	N/A	N/A	N/A	N/A	86	8.31	5.8	69.8
Rice	86	13.82	31.4	227.2	192	10.10	14.1	139.6
Robbins	186	12.99	23.7	182.4	239	9.93	12.1	121.9
TAP	48	12.14	16.7	137.6	*	*	*	*
Zenith	28	19.57	42.9	219.2	57	13.42	1.8	13.4

GRADES 7-8

	FALL 1988				SPRING 1989			
Program	N	Expected Dropout Rate	Obtained Dropout Rate	Obtained % of Expected	N	Expected Dropout Rate	Obtained Dropout Rate	Obtained % of Expected
AIP	219	11.95	8.7	72.8	206	12.07	1.5	12.4
CIS	N/A	N/A	N/A	N/A	99	7.60	1.0	13.2
CVAE	155	7.74	2.6	33.6	124	7.52	0	0
PAL	**	**	**	**	166	10.59	1.2	11.3
Rice	111	20.09	24.2	120.4	196	14.66	0	0
Robbins	70	22.26	30.0	134.8	45	30.72	35.6	115.9
TAP	39	11.00	17.9	162.7	12	24.05	30.8	128.1
WIN	144	10.40	4.2	40.4	78	8.86	11.7	132.1

* Number of students is too small for analysis.
** Incomplete data
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.

Dropouts As Function of At-Risk Status
Students Enrolled 1989-90, School Year Dropouts
High School
Fall Semester

	Risk Category 1989-90	Fall Semester Dropouts* 1989-90	Dropouts % of Risk Category	
1	765	155	20.3	Age Only
2	482	7	1.5	
3	271	3	1.1	
4	560	9	1.6	
5	117	4	3.4	
6	119	2	1.7	
7	4	0	0	
8	241	8	3.3	
9	579	13	2.2	
10	145	18	12.4	Age & Ach.
11	387	26	6.7	Age & F's
12	245	80	32.7	Age & TEAMS
13	232	7	3.0	
14	1,228	24	2.0	
15	276	5	1.8	
16	137	9	6.6	
17	183	39	21.3	Age Ach. TEAMS
18	252	23	9.1	Age F's TEAMS
19	346	12	3.5	
20	364	13	3.6	
21	291	12	4.1	
22	363	6	1.7	
Total	7,587	475	6.3	

*Total fall high school dropouts = 678; therefore, 203(29.9%) not identified as at risk.

**Not at-risk Dropouts/Not at-risk enrollment = Risk rate for not at-risk students. 203/9,101 = 2.2

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Dropouts As Function of At-Risk Status
Students Enrolled 1989-90, School Year Dropouts
Middle/Junior High School
Fall Semester

	Risk Category 1989-90	Fall Semester Dropouts* 1989-90	Dropouts % of Risk Category	
1	256	28	10.9	Age Only
2	288	3	1.0	
3	56	0	0	
4	N/A	-	-	
5	127	0	0	
6	138	0	0	
7	N/A	-	-	
8	259	1	0.4	
9	324	1	0.3	
10	73	6	8.2	Age & Ach.
11	N/A	-	-	Age & F's
12	120	25	20.8	Age & TEAMS
13	N/A	-	-	
14	909	7	0.8	
15	N/A	-	-	
16	N/A	-	-	
17	152	7	4.6	Age Ach. TEAMS
18	N/A	-	-	
19	N/A	-	-	
20	82	1	1.2	
21	388	5	1.3	
22	N/A	-	-	
Total	3,172	84	2.6	

*Total fall middle/junior high dropouts = 138; therefore, 54 (39.1%) not identified as at risk.

**Not at-risk Dropouts/Not at-risk enrollment = Risk rate for not at-risk students. 54/5,793 = 0.9

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

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Predicted and Obtained Dropout Rates
As of End of Third Six Weeks 1989-90

	Group Dropout Risk	Enrollment	Predicted Dropouts #	Predicted Dropouts Rate	Obtained Dropouts #	Obtained Dropouts Rate	Obtained as a % of Predicted
ALC	1347.3	132	13	10.2	14	14.6	143.0
Anderson	4641.0	1387	46	3.3	44	3.2	95.6
Austin	6259.5	1722	63	3.6	62	3.6	99.0
Bowie	6719.4	2183	67	3.1	36	1.7	55.2
Crockett	6825.5	1816	68	3.8	28	1.5	39.9
Johnston	8316.5	1721	83	4.8	122	7.2	149.0
LBJ	3820.2	1307	38	2.9	22	1.7	58.2
Lanier	6246.9	1554	62	4.0	83	5.5	136.8
McCallum	5082.6	1343	51	3.8	66	4.9	129.5
Reagan	5945.7	1411	59	4.2	67	4.9	116.3
Robbins	1142.9	175	11	6.5	17	9.8	150.1
Travis	5956.2	1414	60	4.2	67	4.7	111.6
Subtotal	62303.7	16165	623	3.9	628	3.9	101.2
Evening HS	1336.1	100	13	13.4	18	20.9	156.4
Austin Stat	127.4	25	1	5.1	2	7.7	151.1
Development	385.9	52	4	7.4	0	0.0	0.0
Rio Grande	400.0	41	4	9.8	6	15.8	162.0
Homebound	56.1	14	1	4.0	0	0.0	0.0
Mary Lee	98.3	20	1	4.9	2	10.5	213.6
Clifton	1572.7	104	16	15.1	1	1.0	6.6
Teenage Par	1287.1	154	13	8.4	20	11.7	140.0
Shoal Creek	27.5	12	0	2.3	1	10.0	436.4
Children Ce	2.2	1	0	2.2	0	0.0	0.0
Subtotal	5293.3	523	53	10.1	50	9.7	95.8
Total	67597.0	16688	676	4.1	678	4.1	101.2
ALC	1062.5	143	11	7.4	29	9.4	126.5
Bedichek	849.2	672	8	1.3	9	1.4	110.8
Burnet	846.1	641	8	1.3	4	0.6	45.5
Covington	882.3	891	9	1.0	0	0.0	0.0
Dobie	754.3	603	8	1.3	5	0.9	71.9
Fulmore	756.5	597	8	1.3	4	0.7	55.2
Kealing	1024.7	791	10	1.3	11	1.4	108.1
Lamar	575.2	503	6	1.1	2	0.4	35.0
Martin	1162.5	750	12	1.6	8	1.1	71.0
Mendez	799.2	677	8	1.2	6	0.9	76.2
Murchison	1116.7	693	11	1.6	2	0.3	18.6
O. Henry	535.2	458	5	1.2	4	0.9	77.0
Pearce	839.5	585	8	1.4	7	1.2	83.6
Porter	873.5	717	9	1.2	5	0.7	57.5
Robbins	1106.4	118	11	9.4	28	9.6	102.4
Subtotal	13183.8	8839	132	1.5	124	1.4	93.9
Austin Stat	50.7	23	1	2.2	4	19.0	861.9
Development	9.0	10	0	0.9	0	0.0	0.0
Rio Grande	183.6	36	2	5.1	3	7.5	147.1
Homebound	48.4	10	0	4.8	2	20.0	0.0
Mary Lee	14.4	16	0	0.9	1	6.3	700.0
Teenage Par	116.5	18	1	6.5	0	0.0	0.0
Shoal Creek	9.0	10	0	0.9	4	36.4	4044.4
Children Ce	2.7	3	0	0.9	0	0.0	0.0
Subtotal	434.3	126	4	3.4	14	10.4	301.7
Total	13618.1	8965	136	1.5	138	1.5	98.7

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IMPROVEMENT OF AT-RISK CRITERIA

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In order for school districts to do a more effective and efficient job of identifying potential dropouts, further research is necessary. Two-year and three-year followups of students identified as at risk using the state-mandated criteria are now possible. ORE will be conducting those analyses on our students this spring.

The list of at-risk criteria needs to be expanded to include those criteria found from additional research studies to be predictive of dropping out. Such criteria might include percent attendance, GPA, and LEP status. We plan to perform two additional longitudinal cohort studies this spring for that purpose.

School districts can help each other by sharing results of their research and attempting replication of each others studies. We invite other researchers to share their findings with us. It is quite possible that criteria will differ as the demographics of the districts differ.

As school districts gain accuracy in identifiying potential dropouts, intervention programs can be refined to reach those students. School staff can then better target its energies on the identified students.

Suggestions for further research in addition to the above mentioned studies include cohort studies beginining at the sixth grade or below, a joint research effort examining retention and dropping out, and studying the effects of an intensive intervention program aimed at getting every student on the appropriate age/grade level or beyond.

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